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## **Final Report Appendices**

### **Committee on Postsecondary and Workforce Readiness**

**July 23, 2013**

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## APPENDICES

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### APPENDIX A: PARTICIPATION

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*\* Denotes PWR Leadership Committee membership.*

Michael Afolayan – Illinois Board of Higher Education, Assistant Director for Academic Affairs

Samantha Aigner-Treworgy – Ounce of Prevention, Policy Associate

Sonya Armstrong – Northern Illinois University, College Learning Enhancement, Director & Asst. Professor of Postsecondary Literacy

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Michael Brunson – Chicago Teachers' Union, Recording Secretary

David Carson - Rockford Public Schools, Director of College and Career Readiness

Linda Chapa LaVia – Illinois General Assembly, Representative and Elementary and Secondary Education Committee Chairperson

Victoria Childs – University of Illinois Springfield, Department of Teacher Education, Assistant Professor

Victoria Chou – University of Illinois at Chicago, College of Education, Dean

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*\*Dan Cullen – Illinois Board of Higher Education, Deputy Director for Academic Affairs*

David Deitemyer – Moraine County Community College, Academic Services, Dean

Cindy Deitsch – Illinois Board of Higher Education, Secretary to the Board

*\*Miguel del Valle – P-20 Council Chair*

Steven DePasquale – Kankakee Community College, History, Professor

\*Lizanne DeStefano – P-20 Council, University of Illinois Urbana-Champaign, Quantitative & Evaluative Research Methodologies, Professor

Judy Dietrich – Illinois Central College, Education and Business Liaison

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Randy Fletcher – Parkland College, Career and Transfer Programs Dean

Jennifer Foster – Illinois Community College Board, Adult Education & Family Literacy and Work Development, Associate Vice President; State GED Administrator

Larry Frank – Illinois Education Association, Research Specialist

Jonathan Furr – Northern Illinois University, Office of Education System Innovation, Director

Karen Gordon – P-20 Council, College and Career Readiness Committee

Sharod Gordon – City Colleges of Chicago; Community Relations, Government and Legislative Affairs; Community Relations & Student Recruitment; Associate Vice Chancellor

Lynne Haeffele – Lieutenant Governor's Office, Senior Policy Director for Education

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Jeffrey Hill – Illinois State University, University Laboratory Schools, Superintendent

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\*Karen Hunter Anderson – Illinois Community College Board, Vice President

Brad Hutchison - Olympia Community Unit School District 16, Superintendent

Thedford Jackson – Highland Community College, Transfer Coordinator and Student Advisor

Elaine Johnson – Illinois Community College Board, Academic Affairs and Workforce Development, Vice-President

Amber Kirchhoff – Governor’s Office, Early Childhood Education, Policy Analyst

Brenda Klostermann – Illinois Education Research Council, Associate Director for Administration/Assistant Research Professor

John Kugler – Chicago Teachers Union, Citywide Field Representative

Jason Leahy – Illinois Principals Association, Executive Director

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Carlene Lutz – Illinois Federation of Teachers, Educational Issues, Director

Craig Lynch – City Colleges of Chicago, Chief of Staff

Alison Maley – Illinois Principals Association, Government Relations/Public Relations Director

Jeffrey Mays – Illinois Business Roundtable, President

Max McGee – Illinois Mathematics and Science Academy, President

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Brian Minsker – Illinois Parent Teacher Association, East Central Regional Director

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\*John Rico – P-20 College and Career Readiness Committee Chair, President and CEO of Rico Computer Enterprises

Melissa Robbins – DeVry Inc., Education Management, Director

Cheryl Rodgers – Marcopolo Networking, Inc.; P-20 College and Career Readiness Committee

Anne Roloff -Niles Township High School District 219, Curriculum and Instruction, Assistant Superintendent

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Tod Treat – Richland Community College, Vice President for Student and Academic Services

\*Jason Tyszko - Department of Commerce and Economic Opportunity, Deputy Chief of Staff

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Dora Welker - Illinois State Board of Education, College and Career Readiness Division,  
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Nathan Wilson – Illinois Community College Board, Research and Policy Studies, Senior  
Director

Mark Williams – Academic Development Institute, Vice President for Institutional  
Advancement

Kristine Young - Parkland College, Academic Services, Vice President

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## **APPENDIX B: PROCESS: QUESTIONS THAT GUIDED RESEARCH AND DISCUSSION**

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The following questions guided research and discussion of initiatives and indicators:

### *School to Career*

- What pathways are currently available in Illinois high schools?
- What guidance is available to students selecting their pathways?
- What pathways are offered in other states and how do they differ from Illinois?
- What pathways are offered internationally?
- What is the link between college and high school credentials and careers?

### *High School to College Alignment*

- What must a student do to receive a high school diploma in Illinois?
- How do Illinois graduation requirements compare to those of other states?
- How do seat-time-based credit systems differ from competency-based credit systems?
- What is required to gain entrance to, and demonstrate readiness for, community colleges and state universities in Illinois?
- What is required to gain entrance to specific college programs in Illinois?
- How do other states address community college entrance and placement?
- How do students select their program pathways and what supports are available along the way?
- What skills and content knowledge must students have to succeed once they are enrolled?

### *Planning and Placement from Middle School to High School*

- How do we identify when students are not academically or socially ready for a transition?
- What interventions are available to students who have fallen off-track for college and career readiness?
- How are students currently placed into courses in middle and high schools in Illinois?
- How is student progress monitored?
- How do other states address career planning?

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## APPENDIX C: EDUCATION INITIATIVES AND ISSUES BACKGROUND AND DISCUSSION SUMMARIES

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### TO CAREER

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#### Personalized Learning Plans

A personalized learning plan (PLP) leverages student interests and experiences to help shape course options and career exploration. Students typically participate in career explorations activities and begin to develop a PLP in middle school or high school, ideally with guidance from school counselors, teachers, and/or parents. A PLP can be developed for all students and is entirely separate from an Individualized Education Program, though the two may work in tandem. It should also be noted that a PLP is an innovative practice implemented for all students rather than an intervention (Response to Intervention) for students who are struggling academically or behaviorally.

#### *PWR Committee Discussion:*

- Use community-based workforce investment boards and other volunteers to help students develop learning plans, as career-planning resources are unlikely to increase soon.
- Increase parent awareness of career pathways from birth through age 20 and recognize preparedness for a successful career as one of the key goals of education.
- Strengthen orientation and/or planning elements across community colleges and colleges.
- Better connect high school counselors, high school faculty, college faculty, and college advisors to one another through face-to-face interaction and/or technology.
- Leverage technology and put systems in place that will defray personnel costs when possible.
- Begin planning college coursework in high school when possible, so that students' course loads are aligned to their career interests and prepare them for their next transition point.
- Monitor how students' PLPs are affected by geography, gender, race, and social class.



## **Pathways**

P-20 STEM Pathways are organized around a career cluster and feature a series of orientation and advanced pathways courses across education institutions. These Pathways are accompanied by opportunities for students to enrich their lives through work-based learning experiences, the demonstration of their understanding through assessments, and the attainment of early college credit and industry-recognized credentials. Originally developed and implemented as part of Career and Technical Education (CTE), P-20 STEM Pathways serve as a model for bridging programs across P-20 education institutions and are demonstrated to improve academic achievement, increase graduation rates, and improve transitions to postsecondary education and employment. Also, P-20 STEM Pathways are designed to improve access and success for underrepresented populations in STEM fields, such as women, minorities, low-income, and students with a disability or impairment.

### *PWR Committee Discussion:*

- Explore how the Common Core can be integrated into CTE and strengthen overall integration of curricula and programs of study.
- Increase the rigor of CTE programs and align them across high school and postsecondary.
- Foster locally controlled, student-centric CTE programs.
- Better define the state and local roles for CTE program development; develop common language and standards, without requiring common practice.
- Programs of study and credentials should provide more focus on “cross-cutting skills,” such as interpersonal and employability skills.
- The State Board’s transcript data collection should allow for more commonality of courses. The degree to which common course codes and content are currently aligned must be determined.
- Develop a common language for course development without requiring common practice.
- Increase meaningful work-based learning opportunities for students.
- Improve student access to industry stackable credentials.
- Better utilize labor market information for CTE program design as well as transition data for continuous improvement.

## **Career Development**

Career development encompasses a wide range of activities aimed at expanding student career awareness and preparedness.

### *PWR Committee Discussion:*

- Career development should broaden opportunities and exposure rather than limit students.

- Provide students with the supports to be career-ready, while avoiding locking students into a particular career or track. The process of career planning itself has value– students should learn how to set goals and make plans toward reaching those goals.
- Better enable student decisions about careers earlier in academic careers.
- Encourage students to orient toward career fields that are growing.
- Differentiate less between “career and technical” and “academic” tracks, training all students to be robust learners.
- Encourage students to set high expectations and career goals and steer them toward choices that broaden their career options.
- Encourage parents to participate in career exploration and counseling with their children.

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## TO POSTSECONDARY

### **Illinois Articulation Initiative**

The [Illinois Articulation Initiative](#) (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating colleges and universities in Illinois. IAI works best for students who know they are going to transfer but are undecided on the college or university that will grant their baccalaureate degree. All colleges and universities participating in the IAI agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements.

IAI also includes major recommendations for the first two years of college in several popular majors. IAI major recommendations work best for students who have chosen their majors and are going to eventually transfer, but are undecided on the college or university that will grant their baccalaureate degree.

### *PWR Committee Discussion:*

- Improve support and career-counseling services so that students are aware of which coursework is needed in their planned concentration, as well as the prerequisites for that concentration, as they may exceed general education core curriculum (GECC) requirements.
- Simplify the Illinois Articulation Initiative so that students can more readily understand what they need to do for their chosen concentration.
- Increase the accessibility, usability and awareness of tools that support planning for the Illinois Articulation Initiative.
- Explore the possibility of a GECC-ready diploma.
- Investigate ways to strengthen universal transferability between institutions.
- Explore, better understand, and communicate the link between competencies and courses in community colleges to promote competency acquisition in K-12.
- Explore the possibility of using GECC as a set of expectations that can be aligned with college readiness.

- Tailor remediation to the needs of individual students, rather than requiring entire courses when specific gaps in knowledge may be better targeted.

### **Early College Credit Opportunities**

[Advanced Placement](#) (AP) is a program created by the College Board that allows high school students in college-level coursework. Students may elect, at the end of the course, to take the AP exam. Most four-year colleges award students credit, advanced placement, or both, on the basis of student performance on AP exams. [Dual credit](#) is an instructional arrangement in Illinois where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. [Dual enrollment](#) is broadly defined as any situation in which an individual is concurrently enrolled at both a high school and post-secondary institution. However, the term is frequently used to distinguish from dual credit courses and used to identify situations in which a high school student enrolls in a college course for college credit only. Students receiving [articulated credit](#) receive high school credit only. However, college credit is available through a written agreement between the high school and the college. Articulated college credit is awarded at the college to students who successfully complete a course or program while in high school and meet all college requirements outlined in the Articulation Agreement.

#### *PWR Committee Discussion:*

- Improve career-counseling services and broaden them to leverage guidance from parents and teachers.
- Investigate how to address the problem of qualified faculty shortages in rural areas.
- Use the Illinois Shared Learning Environment to increase access to and raise the quality level of online classes.
- Align AP and dual credit and/or develop some level of equivalence between the two.
- Investigate how completion of college credit in high school affects student aid and student decision-making.

### **High School Requirements**

Illinois' [high school graduation requirements](#) lay out minimum coursework required in terms of years required to be enrolled in a certain course or subject area.

#### *PWR Committee Discussion:*

- Align high school requirements with Common Core.
- Encourage students who are ahead of schedule to take advantage of college readiness. For example, it is an opportunity to earn college credit in high school.
- Areas for further exploration:
  - Carnegie units (seat-time) vs. proficiency-based credit,
  - Integrating career awareness and readiness into the curricula and graduation requirements,

- Diploma and distinction types (e.g., Pathways Certificate or College & Career Readiness diploma), and
- Personalized learning plans.

### **Remediation**

Remedial courses, sometimes referred to as “developmental courses,” are courses designed to help underprepared students address specific knowledge or skill deficits and bring them to the level of preparedness required to be successful in an entry-level postsecondary course.

#### *PWR Committee Discussion:*

- Encourage collaboration between secondary and postsecondary so that students are better prepared for college-level, credit-bearing coursework.
- Investigate strategies to improve remediation efficacy and allow students to more quickly enroll and be successful in credit-bearing courses.
- Improve placement assessments to more accurately capture student knowledge and skills.
- Better tailor remediation to meet specific student knowledge or skills gaps.

### **NEEDS OF KEY SUB-DEMOGRAPHICS**

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#### **Adults**

Adult learners are often also referred to as “nontraditional students.” Neither term is precise, but may be used to refer to students whose postsecondary enrollment is delayed, who attend part-time at least part of the academic year, work full-time while enrolled, are considered financially independent for the purposes of financial aid, who have dependents other than a spouse, who are single parents, or do not have a high school diploma.<sup>1</sup> As the National Center for Education Statistics notes, almost three-quarters of undergraduates are in some way “non-traditional.”

#### *PWR Committee Discussion:*

- Adult education must be able to adapt to the changing demographics and needs of the student population.
- As PARCC is implemented for postsecondary placement, special care must be taken to support and place students who did not encounter the Common Core during their previous academic careers.

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<sup>1</sup> National Center for Education Statistics. (2002). *Nontraditional Undergraduates*. Washington, D.C.: U.S. Department of Education.

- The needs of adult English language learners must be further explored, and strategies developed to better integrate them into postsecondary and prevent their language challenges from hindering content knowledge and skills acquisition.
- The needs of adult learners with a disability or impairment must be further explored, and strategies developed to better integrate them into postsecondary and prevent their learning challenges from hindering access to higher education and skills acquisition.

### **English Language Learners**

English language learners (ELLs) are those students in the process of acquiring English and whose first language is a language other than English. They comprise a rapidly growing portion of the student population in this state.<sup>2</sup> It should be noted that while ELLs in Illinois may be enrolled in English-as-a-Second-Language classes or bilingual education classes, many are also enrolled in general education classes. Moreover, more than half of ELLs exit an ELL program before reaching proficiency.<sup>3</sup> It is therefore increasingly likely that most classrooms in the state will have one or more ELLs.

#### *PWR Committee Discussion:*

- Encourage educators to capitalize upon unique language skills and cultural perspectives of ELLs.
- Encourage instructional approaches that allow students to become fully biliterate, a highly marketable skill in the workplace.
- Investigate ways that the state, districts, and schools can narrow the achievement and attainment gaps between ELLs and the general school population.
- Devote significant professional development time for all teachers and principals on strategies for working with ELLs and ELL parents.
- Support and incentivize integrating ELL parents into the educational process.
- Provide ELLs with consistent support through collaboration as they transition throughout the educational system.
- Encourage school districts to reach out to ELL parents, so that they are well informed about academics and college and career navigation.
- Help all students overcome barriers, financial and otherwise, to higher education.

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<sup>2</sup> Illinois State Board of Education. (2008). *Annual Report*. Springfield: Illinois State Board of Education.

<sup>3</sup> Illinois State Board of Education. (2011). *Annual Statistical Report of the State Board of Education*. Springfield: Illinois State Board of Education.

## Students with a Disability or Impairment

### *PWR Committee Discussion:*

- Encourage collaboration between a student's Individualized Education Program team and those advising the student on development of a PLP, so that the two work in coordination.
- Take a closer look at for-profit institutions with relaxed admittance policies that encourage students to take out large loans, and leave students, particularly those with disabilities and impairments, without credits that transfer, degrees, or a path to employment.
- Build stronger connections between DHS, DCFS, ISBE, school districts, and higher education.
- Expand ongoing professional development and in-services to college communities so that knowledge and awareness reach far beyond the walls of the disability department within each department of the higher education institution.
- Capitalize on evidence-based practices and fold them into regulations in order to encourage successful transitions.
- The key factors and discussion here support the following [State Performance Indicators](#):
  - Indicator 1: Graduation Rates,
  - Indicator 2: Dropout Rates,
  - Indicator 13: Secondary Transition, and
  - Indicator 14: Post-School Outcomes.

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## TO HIGH SCHOOL AND POSTSECONDARY

### **Common Core State Standards/PARCC**

The [Common Core State Standards](#) Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The [Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#) is a consortium of 22 states, including Illinois, working together to develop a common set of assessments in English and math anchored to what it takes to be ready for college and careers. The PARCC assessments (also referred to as PARCC) will begin to be administered during the 2014-15 school year.

### *PWR Committee Discussion:*

- Align high school requirements with Common Core.
- PARCC is intended to be a placement test, not a college admissions test.
- Although PARCC could conceivably one day replace the current college readiness assessments, there are no current plans to administer it to entering adults, so an alternative assessment would still be needed for admission.

- Adults returning to education and English language learners should be well represented during discussions regarding placement practices.
- A placement approach could be aligned across community colleges; university standards should be aligned to the Common Core State Standards – this can include cut scores.
- Greater participation from postsecondary is needed as the Common Core State Standards are implemented to ensure strong alignment and consistency in what students are expected to know and perform.
- Explore what can be done to ensure students get the most out of senior year and avoid sending the message that students are college-ready their junior year.
- Investigate the elements that align with postsecondary success.
- Explore how PARCC provides competency information to community colleges to better inform placement decisions.
- Current teacher professional development and teacher preparation need to address the Common Core.
- Explore the possibility of a high school exit exam, and the use of PARCC for that purpose, at least initially.
- Explore what role WorkKeys should play in assessment.

### **On-Track and Early Warning Signs**

On-track and early warning signs are student indicators that are used to identify students who have either fallen off-track in their preparation to be college- and career-ready or are at risk of doing so, with the goal of swiftly providing students with targeted support to get them back on track.

#### *PWR Committee Discussion:*

- Students need to better understand what they need to know and do in order to graduate.
- Focus on post-graduation outcomes, or what students need to know and be able to do to be successful in postsecondary and career.
- Use multiple on-track measures to gain the most accurate picture of student progress.
- Focus on math remediation in particular, since half of first-time, fulltime students require math remediation and math serves as a gateway to all areas of STEM.
- A common cut score in a single subject could help streamline student placement, but because postsecondary institutions offer different level of rigor and support, a universal cut score could have some adverse consequences.

### **Bridging the Gap**

[Bridging the Gap: An Illinois Toolkit for Using the Common Core for Secondary and Postsecondary Alignment](#) was prepared by the Education Policy Improvement Center on behalf of the Illinois Community College Board, Illinois Board of Higher Education, and



Illinois State Board of Education, and guides educational leaders in using the Common Core State Standards to create curricula aligned to college and career readiness expectations.

*PWR Committee Discussion:*

- Investigate how to make K-12 standards relevant in the postsecondary world.
- Use student portfolios to guide remediation.
- Create consistent funding streams that will support initiative consistency across districts and support the training required to implement them effectively.
- Consider aligning educator credentials with industry standards, in the same way that is being done with student credentials.
- Create pathways for those wanting to become teachers, in a similar manner to those being created for those interested in STEM fields.
- Encourage further dialogue on continuing education and adult education.
- The Common Core State Standards are necessary but not sufficient with regard to true college and career readiness, since current plans are to test in only two subject areas.
- The Illinois Community College Board has prepared a survey to capture ongoing alignment work with the Common Core.

**Illinois Shared Learning Environment**

The [Illinois Shared Learning Environment \(ISLE\)](#) will provide a set of technology services that will allow districts to safely and securely provide teachers with the instructional data and tools they need to help make personalized learning a reality for all students.

**Innovations in K-12 and Postsecondary Math**

Three years of mathematics are required for high school graduation in Illinois. As districts transition to the Common Core, they may choose to maintain a traditional math course sequence (Algebra and Geometry) or adopt the newer, integrated math sequence (Math I, II, & 3). Assessment sequences tailored to each sequence will be available.

*PWR Committee Discussion:*

- Since some students take Algebra I in 8<sup>th</sup> grade, greater clarity is sought regarding whether students would take the PARCC Algebra exam before starting high school.
- The impact on students transferring from districts following different course sequence models should be investigated.
- Further exploration of fourth-year, high school nontraditional math coursework emphasizing practical application is recommended.
- Students who take a fourth year of high school math are far less likely to require remediation in college.
- High school interventions and summer bridge programs are two strategies that should be further explored to reduce postsecondary remediation rates.



- Greater communication between secondary and postsecondary institutions is required to better understand and adapt to the curricular changes that will accompany the transition to the Common Core.
- Further exploration of general education math requirements for non-STEM students is warranted.